

The Rocky Mountain

Leader

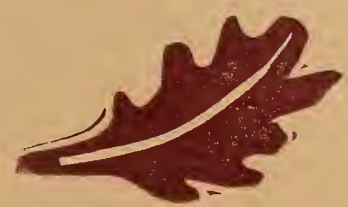
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Volume 64, No. 2

November, 1964

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1964-1965 Schedule of Activities

November

- 1 Sunday Film
 8 Sunday Film
 11 Wednesday Veteran's Day Holiday
 15 Sunday Film
 20 Friday Children's Party
 21 Saturday Teen's Party
 22 Sunday Film
 25 Wednesday Thanksgiving
 Holiday dismiss at noon
 30 Monday Classes resume

December

- 6 Sunday Film
 10 Thursday Gallaudet Day
 13 Sunday Film
 14 Monday Elk's Christmas Party
 15 Tuesday Christmas Dress
 Rehearsal
 17 Thursday Christmas Program
 18 Friday Christmas dismissal

January

- 3 Sunday Students return
 10 Sunday Film
 13 Wednesday First semester exams
 14 Thursday First semester exams
 15 Friday First semester exams
 17 Sunday Film
 22 Friday Children's Party
 24 Sunday Film
 31 Sunday Film

February

- 7 Sunday Film
 12 Friday Children's Party
 13 Saturday Teen's Party
 14 Sunday Film
 21 Sunday Film
 28 Sunday Film

March

- 7 Sunday Film
 14 Sunday Film
 19 Friday End third 9 weeks
 19 Friday Children's Party
 20 Saturday Teen's Party
 21 Sunday Film
 28 Sunday Film

April

- 4 Sunday Film
 11 Sunday Film
 14 Wednesday Easter dismissal at noon
 19 Monday Students return
 20 Tuesday Classes resume
 25 Sunday Film
 30 Friday Children's Party
 30 Friday Arbor Day

May

- 2 Sunday Film
 3 Monday Achievement tests
 4 Tuesday Achievement tests
 5 Wednesday Achievement tests
 8 Saturday Spring Musical
 9 Sunday Film
 14 Friday Children's Party
 15 Saturday Teen's Party
 23 Sunday Baccalaureate
 25 Tuesday Second Semester exams
 26 Wednesday .. Second Semester exams
 27 Thursday .. Second Semester exams
 28 Friday Graduation



Should The Deaf Be Licensed To Drive?

Judge Sherman G. Finesilver

Early last year I had a unique experience.

I stood before a driver improvement class, giving a course to a group of students who couldn't hear a word I said but who were obviously "getting the message."

They were "reading" me through interpreters who translated my words into sign language and finger-spelling as I spoke. That they "read me clear" was evident from their close attention and alert, responsive expressions.

The course was the first class for deaf drivers, sponsored by the Denver Driver Improvement School.

I was amazed at the enthusiasm of the students. But such an enthusiastic reaction might well have been expected from this group. The course had been developed at the request of the deaf drivers themselves. They had been watching with great interest the Denver Driver Improvement School—a community driver refresher facility—and wanted to benefit from it.

Our driver improvement school had at this time been in operation for more than 2 years, had served 10,000 drivers, and had received considerable national recognition.

The idea of tailoring a course for deaf drivers proved to be a highly gratifying and extremely rewarding experience.

To the surprise of many hearing persons, deaf individuals not only may be licensed to drive in all of our 50 States but, in addition, generally are considered by top professionals as among our most careful drivers.

Pennsylvania was the first State to grant licenses to deaf drivers. In 1923 the Pennsylvania legislature commenced enacting driving regulations and tests affecting all drivers.

One proposal would bar deaf drivers from being licensed. A deaf pastor who had driven for many years felt that the discrimination against deaf drivers was unwarranted, so he presented a list of arguments to the Governor, along with an invitation to take an automobile ride with the deaf pastor at the wheel. During the half-hour ride, the Governor recognized that not only could a deaf person drive but that he could drive safely. Therefore, the Governor withstood the opposition of safety officials, and the deaf were allowed to be licensed by Pennsylvania licensing officials, providing that: (1) The deaf driver pass a rigid written test on traffic laws and driving techniques, (2) he be given an extensive driving examination by the State Police, (3) he submit to an examination by a committee of deaf drivers inquiring into his personal habits, and (4) he sign and obey a stringent pledge to have his license cancelled for the use of alcoholic beverages.

This experiment with deaf drivers in Pennsylvania proved highly successful. In fact, no deaf driver, among the more than 3,000 who are licensed in Pennsylvania, has been in a serious accident involving personal injury or death.

Soon after Pennsylvania's deaf driver rules went into effect, seven States permitted deaf drivers to hold licenses under similar regulations. Then, with favorable experience in these eight States, other States allowed qualified deaf drivers to be licensed.

Periodically, however, a shadow falls over the treasured driving privileges of the deaf. Legislation has been proposed in a dozen States over the past 10 years limiting driving by deaf people. To date, with the exception of California, such legislation has not been pas-

sed, and the California law requiring a "hearing test" has not prevented otherwise qualified deaf drivers from securing drivers' licenses.

Deaf drivers, otherwise qualified, may now be licensed to drive in all the United States. The following are interesting facts about regulations governing deaf drivers:

Insignias or special license plates designating deaf drivers are not required or in use in any State. Many foreign countries which allow the deaf to be licensed require a distinguishing insignia on the license or on the car itself.

Almost all educators of the deaf and many traffic professionals are opposed to such labeling, although many favor an insignia on bicycles ridden by deaf children. Many officials feel that insignias for deaf drivers would imply a driving handicap "that does not exist." They say that an insignia on cars driven by deaf drivers is discriminatory and may prejudice the public against the deaf driver.

In all States (with a few local variations) deaf applicants for driver licensing are tested in the same way as other applicants.

Experienced examiners report that deaf applicants do not generally take their test until they are well prepared. For that reason, most deaf drivers are successful in their initial examination or when renewing their license in States requiring new exams.

Driving records and files on deaf drivers are not kept separate from records of other drivers. Most administrators are of the opinion that there is no need for separate filing of the records of deaf drivers.

Only one State, Alaska, marks or identifies the records of deaf drivers with blue tags.

Under provisions of the Interstate Commerce Commission, deaf drivers are not allowed to drive in interstate commerce. Very

few deaf drivers are engaged in driving commercial vehicles.

Several administrators cite the need for improved communication between deaf applicants and licensing examiners. Many terms relating to traffic laws or driving practices are unknown in the vocabulary of many deaf people. Examples are: yield right-of-way, drag racing, and dip in road.

In our experience with driver education for adult deaf drivers, we have found that even those who have been driving for many years with exemplary driving records have difficulty with the wording on most written tests. For that reason, and coupled with views of experienced licensed examiners, exploration into promulgating standard examinations for deaf drivers would not only be of help but perhaps might very well be overdue.

It is apparent that very little has been done in providing driver education courses and refresher programs for adult deaf persons. The first extensive driver improvement class in the country for adult deaf drivers was conducted in Denver last year. Our successful program served as the impetus for similarly well received programs in Wichita and Salt Lake City. Other localities are now exploring the possibility of conducting driver education classes for adult deaf driver or out-of-school youths, patterned after the Denver course.

Are deaf drivers, as a class, a problem on today's congested highways? Generally, how do deaf drivers rate in the driving community? What is their accident involvement? How do licensing officials view the deaf drivers?

These and other questions were posed to licensing officials in all States and to almost 100 traffic judges, law enforcement officers, and safety officials from cities of all sizes.

This group of highly trained professionals

overwhelmingly rated the deaf driver very high in driving ability. The professionals agree that the deaf driver does not constitute a traffic menace and that the accident involvement rate of deaf drivers is low—very much lower than that of drivers in general.

The records of 100 Colorado deaf drivers reveal that deaf drivers, as a class, have better driving records than hearing drivers.

For example, deaf drivers had 54 percent fewer moving violations than hearing drivers, none of the 100 deaf drivers had been convicted of violation of hit-and-run laws, driving under a revoked or suspended license, driving under influence of intoxicating liquor or drugs, drag racing, or recklessness.

By no means are all deaf drivers accident-free drivers. Deaf people are human beings, subject to the same human frailties and idiosyncracies as their hearing brothers. Their chief weakness is their inability to communicate. At times the deaf have accidents—sometimes bad ones. In this regard they are no different from hearing people. It is appropriate, therefore, that they be judged as individuals rather than as a group.

Deafness and Driving

From the replies of licensing officials, traffic judges, police officials and traffic safety professionals, the following generalizations can be made:

1. Deafness does not preclude safe driving.
2. The person of normal intelligence who has been deaf from birth is usually more alert visually than one born with normal hearing faculties and, if he learns to drive early and has developed wholesome safety habits, can be as safe as any hearing driver.
3. This same person who is deaf from birth and learns to drive in middle age may have more driving difficulty than one who learned to drive in early life. However, this is a matter of individual aptitude commensurate with the degree of impairment.

4. The younger to middle-aged driver who has had considerable driving experience before losing his hearing, can generally learn to compensate for hearing impairment and retain his driving proficiency.

5. The driver with partial hearing or one who is unaware of his impairment generally has more driving difficulty than the driver who is totally deaf.

6. Deafness, accompanied by defects of the central nervous system, generally prevents driving proficiency.

7. Drivers who initially had normal hearing but who gradually developed hearing impairment with general decline in advanced age are generally unaware of their handicaps or are unwilling to admit them and seldom compensate for them in their driving behavior. As a group, this type of deaf driver is apt to be a hazard on the highway.

8. With average longevity now in excess of 70 years in this country, the problem of the aging driver, including many with increasing hearing problems, will become more acute.

It may seem surprising to many that deaf drivers have a better record than hearing drivers. Here are some of the factors that contribute to this excellent record:

1. Drinking of alcoholic beverages is not generally a problem among deaf drivers. Drug intake is minimal.
2. Most deaf drivers have proper seeing habits. Nearly 98 percent of driving decisions and reactions are based on sight. These decisions depend upon how clearly and how rapidly we see. Vision is our most vital driving faculty.
3. Without radio and conversational distractions, there is full concentration on driving.
4. Deaf people are generally conservative drivers and are not tempted to take chances. Excessive speed by deaf drivers is uncommon.
5. Deaf people have a deep sense of com-

(Continued on Page 7)

Thinking out Loud

with Floyd J. McDowell

In the coming issues of "The Rocky Mountain Leader" for the rest of this year you will be reading several articles we intend to print which concern a method of instruction of our deaf children. This method of instruction is called the Rochester Method—deriving its name from the school in Rochester, New York which gave prominence to this approach in the education of deaf children quite a number of years ago. We want you to become familiar with this philosophy of education and method of approach because our school is going to adopt and practice this method.

This change to the Rochester Method of instruction at our school will not be abrupt and disturbing to the children or to any of us here at school who work with them. The basic idea of this approach is the simultaneous use of fingerspelling and speech with the elimination of the use of signs in the classroom as a means of instruction. There is not sufficient space here to go into all the details and these we hope to supply you by printing the articles which will be appearing in subsequent issues of this paper.

There are several schools in the United States that are using this method of instruction and I have heard of several more which are in the process of changing over as we are. One of the most prominent proponents of the Rochester Method is Edward L. Scouten, Principal of the Louisiana School and it is from him principally that we are taking our cues for our change in approach and philosophy. We have been in correspondence with Mr. Scouten and we owe him a sincere thank you for the cooperation and help he is giving us through these

exchanges of letters. He has suggested and I am hoping that it will be possible for some of us to visit his school and learn by first-hand observation what they are doing at his school and how they are implementing their program using the Rochester Method.

* * *

Upon an invitation from Dr. Charles Parker, Head of the Speech and Audiology Clinic at Montana State University, I attended and participated in the program of the Montana Speech and Hearing Association which was held in Helena on December 4th and 5th. This is the first meeting of this organization that I have been privileged to attend and I want to take this opportunity to say that I was very pleased to have the opportunity to meet with this group. My contribution to the program was a talk in which I outlined the history of the Montana School for the Deaf and Blind, explained our present situation and then outlined to them what our long range needs and approach will be to the education of deaf children in Montana.

The membership of this association is greatly interested in our school and expressed their desire to help us in any way possible to accomplish our goals. We most sincerely appreciate this expression of willingness to help us and I am hoping that it will not be too long before we can ask them for help.

* * *

On January 4th the Montana Legislature will begin its session. Naturally the item of business which they will take up that interests us probably the most is the matter of our appropriation for the coming two years. Our budget has been prepared and approved by the State Board of Education and has gone through the office of the Budget Director and will be included in the budget proposal submitted to the Legislature by Governor Babcock. The budget requests of each agency

within the State has totalled more than the expected income from tax sources so naturally budgets have had to be revised and adjusted so that the total requests would come somewhere near the expected income for our state. Our original budget requests have been cut to some extent, but it must be said in all fairness that the State Board of Education, Governor Babcock, and the Office of the Budget Director have been quite understanding and sympathetic to our needs. The final figures for our budget have not been set but we are being allowed increases in certain areas which will allow us to establish a better salary range for our employees and will give us sufficient money to secure greatly needed equipment and supplies. Naturally it is disappointing not to receive sufficient funds to accomplish all the things we had hoped for but we must remember that there are a great many other state agencies which have as great a need for monies as do we.

In addition to our operational budget, a request will be made for an appropriation to allow the installation of a complete sprinkler system throughout our main building, to install a fire hydrant in the back area of our building and provide for a small amount of building and remodeling to be done on our facilities. The operational budget request and the request for capital funds for improvement are being presented to the Legislature with the approval and backing of our local Executive Board, the State Board of Education and Governor Babcock. Sometime during January or February the appropriations committee of the House of Representatives will visit our school to inspect our facilities and determine if our requests are justified and in the best interests of good government. We hope that they will have sufficient time to spend with us to allow a thorough inspection and explanation of our program and plans.

I would like to remind our parents and the many other friends we have that your support is greatly needed if we are to achieve the goals we have in mind. It must be remembered that Legislators are our representatives in government and it is a great deal of help to them in making their decisions when they know what we are thinking and what our desires are. If you have the opportunity to visit with one or more of your representatives before the legislative session starts, let them know how you feel about our needs and our requests. Or, if this opportunity does not come, they will appreciate having a short letter from you after they have arrived in Helena to begin their work.

761 Enrolled at Gallaudet College

Gallaudet College started its 101st academic year with a record enrollment of 761 students (440 men and 321 women). Last year's highest enrollment was 666.

The present figure includes 31 graduate, 504 undergraduate, and 226 college preparatory students. There are 54 seniors, 109 juniors, 101 sophomores, 224 freshmen, and 16 special students in the undergraduate department.

The students come from 48 states, the District of Columbia, Puerto Rico, and 12 foreign countries. California leads with 81 students enrolled; New York is second with 64; Illinois third with 56; Maryland fourth with 34; and Pennsylvania fifth with 33. Michigan and Missouri tied for sixth place with 30 each.

The college has 46 foreign students registered, the largest number in its history. Thirty-three are from Canada; two each from Hong Kong, China, and Ghana; and one each from Finland, Germany, India, Israel, Korea, Japan, Nigeria, South Africa, and West Pakistan.

The Principal's Corner

by J. WILLIAM LENTH

Where Are We Going?

For a parent to turn over his child at an early age to a residential school is often a supreme sacrifice. Most parents know their responsibility in providing character growth and moral training for their children. Obviously, a parent cannot guide his child's development nor can he witness the child's daily growth while he is at a residential school. The parent has entrusted the most important part of his child's life to others.

It would be imprudent for me to attempt to describe the emotions of a parent that has experienced this separation. If it be any consolation to the distraught parent, let me say that the residential school recognizes its role as a substitute parent and endeavors to fulfill its obligation in every possible way.

For the children of this residential school, we, the temporary parent, are striving for better education. In the attainment of this goal it is necessary that trained, dedicated and professionally minded teachers be members of the staff. Textbooks and references must be kept up to date as well as keeping a well rounded library. New techniques and aids in teaching should be accessible to the teaching staff. There is a need to broaden the pre-vocational experiences of our students and at the same time maintain a balance between academic and vocational experience.

Let me move now from the education in the classroom to education within the dormitory. The greatest part of residential school children's time is spent in the dormitory area. One of the demands on the school parent is to create a learning situation for the children during this time. The term designated for those caring

for the children at this time is "houseparent". Please notice the word "parent" within this term. We could, perhaps, conclude that the duties of these individuals should be similar to those of a parent and not just a keeper of children.

Acting as parents for the children within our residential school, we have the obligation to discipline. Everywhere we go throughout our lives we are confronted with rules, a violation of which results in some form of punishment. In this area we need first to instruct our children to clearly distinguish right and wrong. Having established this concept, a wrong decision on the part of a child should result in some kind of punishment based on the severity of the infraction. Consistency in the kind of punishment is mandatory. Without discipline our entire educational program will be a failure whether it be within the classroom or within the dormitory.

"Where are we going?" I believe we are traveling the same road as any parent. Like all parents we are educators, counselors, providers, moral directors, and disciplinarians. Our objective is the development of useful adjusted young men and women who can make constructive contributions to the society in which we live.

The Rocky Mountain Leader

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Be Licensed to Drive?

(Continued from Page 3)

munal responsibility in their driving activity, recognizing that their driving reflects on other deaf drivers.

6. Deaf drivers generally recognize, more than the great mass of hearing drivers, that a driver's license is a privilege to be highly respected, rather than a right.

7. Deaf drivers have great powers of concentration and, of necessity, are generally patient and well disciplined. They generally possess wholesome driving attitudes. Patience is a valuable virtue in safe driving.

8. Deaf drivers are not generally subject to highway fatigue or so-called highway hypnosis. These accident-causation elements involve prolonged noise and ping of tires, which do not affect deaf drivers.

9. Vehicle care and maintenance are stressed among deaf drivers.

No discussion of licensing, driving records, and traffic safety is complete without mention of insurance coverage.

Insurance Problems

With the advent of State Financial Laws in all States and compulsory liability insurance in some States deaf drivers have sometimes been placed in an unenviable insurance position. In past years, many of them have been forced into assigned Insurance Risk Plans requiring higher insurance premiums.

The deaf driver is now, however, able to purchase liability and collision insurance from many major insurance companies at the regular premium.

A recent inquiry was sent to a number of insurance information services and insurance companies requesting information on accident involvement of deaf drivers, underwriting practices, and experience in claim settlements

or court judgments in relation to deaf drivers. The replies indicate that with most companies deafness will not preclude automobile insurance coverage if other underwriting and licensing requirements are met. It appears that many of the large and better known companies are making a sincere effort to provide automobile insurance for deaf drivers.

A number of companies show awareness of the plight of deaf drivers in the insurance field and are willing to write such insurance as comes to them along normal underwriting channels in a normal way. Care is taken, however, by many companies to avoid becoming a selected market for deaf insurance coverage mainly because of inadequacy of statistics and lack of extensive underwriting experience.

Some companies which readily issue policies to deaf drivers residing in rural areas, draw the line in metropolitan areas, stating that deafness "could prove" to be a considerable problem in these congested traffic areas.

Notwithstanding the availability of automobile insurance for most deaf drivers, a divergence of underwriting attitudes still exists. Several companies, including some very large ones, reported that they have never considered deafness a serious driving handicap.

Other companies, fewer in number, regard deafness as a definite handicap to safe driving and either refuse to underwrite insurance for the deaf or do it with great reluctance and, at times, with added premium rates.

There is wide divergence of opinion in the industry as to court and jury treatment of deaf drivers in the event of liability litigation.

Some experienced insurance executives are of the opinion that bias and prejudice against deaf drivers in litigation is more imagined than real and that there are no appreciable differences in the amount of court judgments against deaf drivers.

It should be emphasized that statistical data and information covering the deaf driver are sparse in the insurance industry. Many companies say that they follow underwriting patterns and policies established many years ago. It may well be that many of these policies have no basis in fact or relationship to actual driver records or accident involvements of deaf drivers and that good insurance risks are unwittingly being overlooked.

The deaf do not seek pity or charity. They are not pressing for undue favor nor do they need it. They ask only justice and fair play. We should not withhold those two fundamental precepts.

A person's privilege to drive upon our streets and highways should not depend upon his ability to hear, so long as he makes proper use of his sight and other faculties.

Deaf drivers in this country have firmly established their safe driving habits. They have shown us that hearing ability is not necessary for modern driving.

—Rehabilitation Record

Dog Guides Not for Blind Children Seeing Eye Director Repeats

A magazine story praising a program which provides dog guides for blind children has been sharply criticized by an official of the country's foremost dog guide agency. George Werntz, Jr., executive director of the Seeing Eye, Inc., expressed his criticism in a letter to a Greenwich, Connecticut, foundation, publishers of the magazine which had favorably reported on an Indiana project described as "the only source of guide dogs for blind youngsters".

"Unwise and Unwarranted"

Pointing out that many authorities believe that placing dog guides with blind children is

an "unwise and unwarranted idea", the Seeing Eye director reiterated beliefs expressed nearly two years ago in a joint statement made by a group of persons prominent in work for the blind in the United States. The statement, which Werntz said was "prepared and distributed by 11 agencies long experienced in the rehabilitation of blind adults and the education of blind children", began with the emphatic sentence, "Dog guides are not recommended for blind children".

Wrong Impression

In addition to objecting to the magazine's praise of the "companion collies" program, Werntz expressed his own "deep regret" and that of his joint statement colleagues over the credence given to the project by the magazine's appeal for funds. He said, "Implying that only eight children have such dogs out of 30,000 blind children under 16 years of age in the United States is to create the extremely erroneous impression that only money is needed to place dogs with thousands more of them."

He told of three agencies which have placed dogs with more than 5000 blind persons, some five per cent of whom were between 16 and 20 years of age. The organizations, he said, "are strongly opposed to modifying their standards to permit placement of dog guides with children". Voicing respect for the dog guide "and its infinite capacity to serve qualified, mature blind persons of purpose", the Seeing Eye director concluded, "We are strongly in favor of appropriate agencies providing every sound means to aid blind children and of controlled scientific experimentation to develop new aids. We feel it is not in the best interest of these children or their parents to offer the dog guide as a solution to their problems."

—Listen

* * *

Classroom Chatter

from Department of the Deaf

The Grocery Store

We went to Buttrey's supermarket. We saw the frozen food, the fresh fruit and vegetables, the canned food and the meat in the meat counter. We each had 12 cents to spend. I got some sunflower seeds and a candy bar and I got two pennies change. We saw Mrs. Somppi's sister at the store, too. We had a good field trip.

—Charlotte Hansen

Going Hunting

My daddy, my brother and some friends went hunting. My daddy's friend shot a black bear near their camp. My daddy shot an elk and my brother shot a deer. I ate some of the bear meat when I was home the other week-end. I liked it. On another hunting trip my daddy shot four pheasants. We had pheasant to eat, too. When I get bigger I am going hunting with my daddy and my brother.

—Douglas Catron

Making Concrete

We made concrete in our social studies class. We put sand, broken rock, cement and water in it. I made some more concrete when I went home. I filled four cans with concrete. We learned some of the uses of concrete.

—Peggy Jo Sharon

Our Church Bazaar

The bazaar was almost like a fair. They had many things to sell. I bought some cotton candy. I saw Mrs. Woerner eating dinner at a long table. I got a rabbit's foot. It has not brought me any good luck yet. My sister bought a ticket and won some doll clothes. Our church made a lot of money at their bazaar.

—Pamela Kovash

Learning About Lumber

We are learning about lumber in our social studies class. We learned that there are different kinds of woods. Some woods are expensive. Red-

wood and mahogany are fine woods. We saw pictures showing the rings in a redwood log which tells the age of the tree. We are learning how the trees are cut down and brought to the sawmill and made into lumber. We will visit a lumber yard.

—Nadie Has Eagle

My New Kitty

Mother wrote that a lady gave me a Siamese kitty. I have not seen it yet. I have not decided on a name for my kitty. Siamese cats are very smart. Maybe I can teach her some tricks. My kitty has blue eyes, brown paws, ears and tail and a light tan body. I can hardly wait to see my kitten when I go home for Thanksgiving.

—Linda Martin

Our Veteran's Day Outing

The big boys and girls from both the deaf department and the blind department went roller skating. Some of the teachers skated, too. We skated on a smooth wooden floor. We all had hamburgers and cokes. We stopped skating while we ate. Then we went back to roller skating again.

We wore jeans and two pairs of socks and heavy coats when we went out.

We didn't get back to school until 5:00. We had lots of fun roller skating.

—Jan Joyce

I Like To Talk

I like to talk. When I meet some hearing people, I must talk carefully and correctly. I must make correct sentences. It is easier for hearing people to understand my talking than signing or spelling.

I am not totally deaf but very hard of hearing. I can hear some so it helps me talk easily. My hearing aid helps me to talk correctly. At home I always talk to my mother and father. At school I talk and sign and spell at the same time. I am lucky I can talk. Many children in my class can talk.

Sometimes I forget to talk when I sign or spell with my fingers. Sometimes I forget to wear my hearing aid. I must remember. Mr. Lenth says I should always wear my hearing aid and talk as much as I can. At the Christmas program I must practice speaking and signing very correctly. I hope everybody will understand me.

—Nancy Burns

My Most Important Class

My most important class is English. In that class we learn how to make sentences right. When we meet people, we must talk in sentences correctly. If you can not talk you can write on a paper. You must write the sentences correctly. If you write well, people will make friends with you fast. The people will not make friends with you if you don't write the sentences correctly.

When you grow up, if you want to get a typing job, you have to make sentences right. When the employer tells you to write a letter, you write down on the paper what the boss has said. It must be right.

English is our language. We use it every day. We talk to people in sentences. English is very important to all of us.

—Judy Cox

The Importance of Literature

Most people would say that literature is just stories of the past or poems of no meaning that only teach the reader more vocabulary. If a person stops a minute to think he will see that literature is many things. To me, literature is the writings that are the beautiful works of a person's mind.

Some literature is just a story told from a person's own imagination or a person's wild ideas. These stories have no real meaning or use except to provide entertainment. Some are humorous or mysterious or maybe even meaningless stories but they teach a person to get the point of a story. They teach him to get the plot of the story and teach him words he hadn't known before.

Literature was also important in the development of our country. If a person thinks for a while, he will see that literature was important in the development of our country. If a person thinks for a while longer he will realize that if we hadn't had literature there would be no United States. There would be no Union or modern laws or buildings; we would still be back in the dark ages or even in the caveman era. If we didn't have literature now we wouldn't know about our forefathers, history or about God. We would live in crude huts fashioned from grass or sticks or maybe even caves. We wouldn't have any knowledge of what people learned in the past or the improvements they made.

Think! Without literature would we be what we

are today? Would we know about our history? Would we be able to improve our Nation? The answer is No! Give your thanks that we have literature. Because of it we will have a brighter future.

—Bob Hance

A Double Period for Laboratory

Last year we went to the science class every day for only forty five minutes. This year everyday except Wednesday we go to the science class for a fifty minute period as we discuss and answer the problems. But that is not enough, so we have a one hundred minute period for laboratory work on Wednesday to give us more time to learn and do our experiments. We do experiments in order to verify the scientific problems.

We heartily like the idea of a double period for laboratory because I believe that it helps the students much more in understanding many of the simple applications of science.

—Kenneth Safty

Teens-Debs

Teen-Debs is a club for all high school girls whose sponsor is Mrs. VanTighem. It helps us learn how to use our leisure time well with crafts, it teaches us to be more at ease socially and it teaches us personal care and hygiene.

We have a treasury for the club. We will pay 50 cents each for material for our crafts. In the craft part of our club we are making things like mosaic tile trays, molded plastic ware, clay sculpture, stuffed animals and other hand work.

In the personal care and hygiene part of our club there are many things we have been learning. Mrs. VanTighem showed us a film about human growth and development. It was very interesting and through the movie we could understand things more clearly than by just listening or reading. We have learned a lot about posture, grooming, manners and poise.

We have club meetings every Wednesday night to do our crafts. Many girls are trying to finish before Christmas so they can give gifts to their parents or friends. Many of us enjoy ourselves very much learning, talking and working with our sponsor.

In December we will have a buffet supper at Mrs. VanTighem's home and will exchange gifts.

—Elizabeth Kanning

How Science Help Us

Louis Pasteur was a famous doctor. He invented a medicine to protect people against germs. He said germs float in the air to people and make them sick, but many people and doctors laughed at him. When he finally proved it, many people honored him. Our milk is called pasteurized in the name of Pasteur to honor him.

Wernher Von Braun invented a rocket. His first rocket was like a giant firework. He was born in Germany where he developed the V-2 rocket that the Germans used to bombard London. After the war we invited Von Braun to the United States to work on the missiles. He was the first man to invent rockets in the U.S. Now the U.S. and U.S.S.R. are racing to the moon. The U.S. is close to Russia because of Von Braun.

The Wright Brothers invented the airplane. They were working on a bicycle and an idea struck them. Men surely thought they would fail. They didn't care, and they kept on working on the airplane. The rudders were very much like a boat's rudder. They tested the airplane at Kitty Hawk. Very few people came to see it for they felt they might fail. Suddenly the airplane began to fly and people were surprised. They flew for twelve seconds and went ninety feet. That first flight was in 1903.

Henry Ford invented the car. His first cars were Model "T". They looked very funny, but it was a very good invention. His name is honored by the cars called Ford.

Today our telephones have changed from a clumsy one to a good telephone and we even have telephone-television that will be very good for deaf people. Now we have atomic power and it can make electricity. Our country is testing other things to use atomic power, too. Our jet planes let us go fast all over the world.

I think in the future there will be clothing you don't have to wash, robots that will serve for us and our food will be pills. Teachers will be robots and will use teaching machines and T.V. Cars will be rocket cars and we will be able to travel very fast. We will travel to strange worlds and meet people from outer planets.

—Terry Johnson

Literary Society

In 1953 the Collins Literary Society was established by Mrs. McDowell. It was named for Miss Grace Collins of Great Falls. We honored her because she helped start the Shep Recreation Fund for the school. She helped the school to have money for such things as camping, trips and many extras.

We have had the meetings every year for 11 years. We meet once a month. For 1964-1965 the new officers are: president, Kenneth Safty; vice president, Robert Flink; secretary, Leslie Sherrard and treasurer, Alvin Birdhat. Sponsors are Mrs. Hippe and Mr. Mow. We do as well as we can in the meeting to learn how to discuss, how to make motions, how to vote and to encourage all the students to know more about the society.

Every member must take part at various times on the stage to learn to overcome their stage fright and to learn how to act in skits and give poems and stories.

Last year's exciting event was a formal party. It was the first time we had one. It was held in March, 1964. It was called "Aloha". All of the members and some teachers wore formal dresses and suits and had leis around their necks. We loved it.

Every year when we have finished with our meetings in the spring, we have an outing such as a picnic or roller skating or a party.

—Elizabeth Kanning

Jr. N.A.D. Reporter

In Junior N.A.D. we plan to learn more about our community. One purpose of the Jr. N.A.D. is to help us become better citizens and we must know what is going on where we live. We are going to see how a flour mill works. We will visit a meat packing plant and attend a trial at the Court House. We will visit a Red Cross blood drawing aid go to a hospital to see how laboratory tests are made.

The president and a committee are planning to have a Christmas party for the members on Friday, December 11. We have several social events during the year. The biggest event is an all day outing in May.

—Joyce McSloy

Classroom Chatter

from Department of the Blind

Class News

We are discovering that fourth and fifth graders have to work hard, but have fun too. In the fourth grade, we are getting acquainted with the world in geography class. So far, we have learned the names of the continents and oceans and can locate them on the map. Friday we went to the library where we studied the globe. It was very interesting to find the continents on the globe. In our reading book we are studying the pioneers who moved westward in covered wagons. We made a covered wagon so we could see what they were like.

In fifth grade geography, we are studying our own country. So far we have learned to locate our home state, parallels of latitude and areas with the same amount of rainfall. The most exciting thing in the fifth grade is going to the Y. M. C. A. for gym classes. We are going to have swimming and tumbling lessons. We have already learned several new things this year and we are looking forward to learning many more before next summer.

—Miss Kennedy's Class

My Favorite Story

My favorite story is "The Pit and the Pendulum". It is by Edgar Allan Poe.

He has a way with words so that they send chills up and down your spine.

I like the way the victim was rescued from the pit. As he moved to the center of the cell where the pit was, it was a lucky thing that he tripped when he did. Otherwise he would have gone hurdling to the bottom of the pit. I heard this story in literature.

—Charles Berry, Jr.

Our Literature Program

This year the ninth grade is studying American Literature. At the present time we are studying the colonial period in American literature. Some of the writers that we are studying about are Washington Irving, Edgar Allan Poe, Bret Harte, Mark Twain and many others. Sometimes we have to write biography of the author whose work we have studied.

The name of the literature book we are using is *Prose and Poetry of America*. We have English and literature combined and we usually have English twice a week and literature three times.

We are also studying the structure of the short story. One of the things that we should be able to do this year is to write a short story of our own.

—Patrick Morris

New Gym Program in the Blind Department

The upper grades of the Blind Department have something to look forward to in Gym this year. Twice a week we go to the Y.M.C.A. Monday the boys swim and Wednesday they exercise. On Monday the girls exercise and Wednesday they swim. We have a bus to take us to the Y and we hurry to catch it so we have more time to swim or exercise. The swimming instructor is Mr. Grosse and the exercise instructor is Mr. Johnson. They both really work us out. I wish we could go every day.

—Phil Stimpson

Plaster Casting

In Art we are doing an interesting thing. We are making things out of plaster. We have all different kinds of molds. For example, there is a cat, apple, pears, bananas, fish, seahorses, Indian heads and also a deer in a frame running through leaves.

Here is how we make the plaster for the molds. The first thing to do is to have someone hold a plastic bag over the sink. Then take a cup and fill full of the plaster of Paris powder. Then empty the cup into the plastic bag. Repeat three times. After you have four cups of powder you add half as much water. Then you knead the mixture until there are no lumps left. After you are done with this job you pour the plaster into a mold and jiggle it a bit until the bubbles come out. Then while it is still wet, put some pipe cleaners into the plaster to act as hangers. After the plaster is hard, remove from mold.

Then comes the painting. Some people paint the colors they want and then trim with gold. Some of the plaques merely have gold rubbed on without any color. After they have been painted and gilded they are covered with a coat of varnish.

We enjoy this art project very much. It's fun and it's learning to use our hands.

—Beth Daniel

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Great Falls, Montana

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